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ABSTRACT

The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the intermediate educable student in special education, the units are: camping, food, homes and shelter, the Lynchburg foundry, service station and garage workers, the telephone, and the human body. (MDW)

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RADFORD CITY SCHOOL'S CAREER EDUCATION PROJECT
RADFORD, VIRGINIA 24141

INTRODUCTION TO ELEMENTARY CAREER EDUCATION UNITS

The Career Education Program of the Radford City Schools is a pilot project of research and development for career education techniques and materials. It is funded through a grant from the Office of Education which extends until December 14, 1974.

The unit approach was utilized to implement career education concepts on the elementary level. A total of 99 career education instructional units have been developed by the Radford teachers. These units were designed for use in grades K-7 and special education.

The units were developed around specific topics (clothing, weather, etc.) and incorporated the following elements:

1. Subject content relationships
2. Occupational information
3. Resource speakers
4. Interviews and reports
5. Parent and family involvement
6. Hands-on and other sensory experiences
7. Role playing and simulation activities
8. Career related field trips

The majority of the units contain more activities than would normally be included in a unit, therefore the teacher can select the most appropriate activities for her particular students. The length of time that should be spent on each unit is approximately four to six weeks.

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C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: FILL-HER UP -- SERVICE STATION & GARAGE WORKERS

APPROXIMATE GRADE LEVEL: INTERMEDIATE SPECIAL EDUCATION

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673

CE004005

BROAD OBJECTIVES:

1. To develop in the student an awareness that his interests, aptitudes, and achievements will influence his future occupational goals.

2. To help the student become aware that preparation and proficiency are required to enter a career in the mechanical field.

3. To develop an awareness that a job in the service station or garage is dependent upon his geographical location, his social needs, and his preparation.

4. The student will understand the social and economic relationships between life-styles and his career in the service station or garage.

5. To develop in the students the skills of gathering, organizing, and relating information about jobs in order to make a better judgement about selecting a career.

6. To develop a competency needed to use tools, equipment, and materials effectively and safely.

7. To develop an awareness that skills, attitudes and habits are associated with employability.

8. To develop an awareness of other jobs and their dependency of each other and to develop an appreciation for people in the mechanical fields, etc.

INTRODUCTION:

The Intermediate EMR student is at the age where he needs and is seeking a part-time job. The service station can provide this kind of job for many of our students, and therefore this unit will be used to familiarize them with their services.

MOTIVATING ACTIVITY:

Arrange a field trip, a tour around the city and let the children count the number of service stations and garages.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What does the word <u>service</u> mean?	Let the children discuss this and try to agree on a definition. Use dictionaries to find the word and apply it to their society. Write paragraphs about how we might be of some service to other people in the community.	
2. Why do we need fuel?	Discuss the motor and what makes it work. Bring in a model of a motor and show the parts and let the child see and touch them. If a child has a gas propelled car or plane, let him bring it to school and fill it with a limited amount of gas and see what happens when the fuel runs out. Discuss the effects the gas shortage might have on our society.	Gasoline, car

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Discuss and role play a family taking a trip and running out of gasoline. Discuss how you would handle this situation.	
	Make a collage of the modes of transportation that use our fuel supply.	Poster board, ma[illegible]ines, scissors, glue [illegible]c.
	Do research as to where our fuel supply comes from.	Individual library work. Encyclopedias, books, etc.
3. Where can we get general service for our automobiles, trucks, etc.?	Draw blueprints of what a service station looks like.	
	Design and build a service station - (gas pumps, etc.)	
	Let the children take cameras and photograph people working at a gas station.	
	Discuss car wash and people who work there.	
	Let the kids set up own car wash.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
4. What are some of the jobs available at the gas station? Ex: 1. Service Station Attendant 2. Pump Gas 3. General Mechanic	Make a chart of all the jobs that you could find in a service station. Include job name, qualifications, walary, hours worked, etc. View filmstrips.	CF-A158 Fixing A Flat Tire, Eye Gate, 1965. CF-A162 The Gas Station Attendant, Eye Gate, 1965. CF-A124 My Dad Works In A Service Station, IFC, 1968.
	Role play in the service station the various jobs you talk about. Take a field trip to a service station and watch people at work. (Possibly give the students first hand experience at pumping gas, washing windows, checking oil, etc.) Make a bulletin board showing all of the workers in a gas station. Ask a resource person to come in and talk to the children about his job.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Read and report on study sheets pertaining to each occupation.	
5. Where can you get specific service for your automobile, truck, etc.?	Visit a garage and watch mechanics work on cars. Also go to the body shop and watch them.	
	Make a list of the garages in the city.	
	Have parents who may work at a garage come and talk to the class.	
6. What jobs are available in mechanic service?	Make a list of all the jobs available in garage work.	
	Discuss the jobs qualifications, training, etc.	
	Visit the auto-mechanics dept. of the Community College.	NRV-Community College.
	Role play the various jobs in the garage.	
	Bring in auto-mechanics parts books and let the children estimate the cost of repairing a car.	Available from garages.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Discuss guarantee and warranty on cars and work done by mechanics.	
	Compare wages made by mechanics and those of some other professional occupations.	Make on chart, pens, etc.
	Ask a mechanic and a body shop worker to visit the class and bring some of his tools.	Any garage that will cooperate.
	Let the class assemble some model cars and trucks.	Models donated by various stores.
7. What will happen to our demand for mechanics and service station workers if our country should run out of fuel?	Figure the price per gallon of gasoline and how much it cost to drive one mile today as compared to previous times.	
	Bring in newspaper clippings about the various stations closing because of fuel shortage.	
	Discuss supply and demand.	
	Role play a situation where a person is forced off his job because the business closed down. Ask students what will he do now?	

CULMINATINC ACTIVITY

Service a car with the general service-

Assembly Line

Car Wash

A group to wash and vacuum the car.

Gas Station Attendant

Fill-up with gas.
Check oil.
Clean windows.

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: WHAT AM I LIKE?

APPROXIMATE GRADE LEVEL: INTERMEDIATE EDUCABLE

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: What Am I Like?

This unit is designed to develop in the EMR and TMR child a good self-concept and an awareness of the need to keep the body in a good working order. When teaching a unit of this type to a special education class, emphasis is placed on teaching the child how to keep the body neat, clean and healthy. This unit, although geared toward the primary EMR class, contains many ideas that should be taught on the intermediate level, however, in more depth.

As a result of this unit, the child will be more aware of the many occupations related to caring for the human body that are available through the public health service.

After the unit is completed it is hoped that the child will have a better insight as to how to answer the question, "What am I like?"

BROAD OBJECTIVE: To help students develop an awareness of the body and to help students develop a good self-image.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What am I like?	Class discussion on how the student feels that he looks like.	Instructor magazine-Feb. 1972 page 46.
	Let each child look at himself in a mirror and see just how he looks-ex. physical characteristics, etc.	Full length mirror is needed for this.
	Have pictures of boys and girls who look nice in appearance and those who don't and let the children fix the wrong one.	SRA-Focus on Self-development Stage One-Awareness Stage Two-Responding
	Let the children do silhouettes of each other to get a picture of his profile.	Black construction paper-Bright light-white paper.
	Let the children do drawings of each other. Have one child lie on a large piece of paper and let another trace his outline. The child then fills in the rest himself.	Recommended for Primary EMR and TMR's.
	Class discussion on how each child feels different things.	Also use SRA-Focus on Self-Development-Stage 2-Responding
	Have a sharing period each morning and let the children ask questions or talk about anything that bothers them or they are interested in.	Guidance-filmstrip-I Get Mad, Am I Glad - available from guidance.

Cont:

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Show a film "Clown" and ask the children how they feel about the outcome.	"Clown" available from Radford College library.
2. How am I changing?	Make a chart of each child's weight, height, etc. and see how he is growing up.	
	Plant a fast growing vine early in the school year and start it around the room. Keep a chart on its growth.	Instructor: Feb. 1972, p. 48.
	Keep a classroom diary, letting each child help you keep it a week at a time. Record things that happen in the room, to the class, or to the community. This will show change.	Large scrapbook-excellent or you can let the children make this. - 91/2x11 manilla paper, pens, wood to make cover.
	Let the children draw their own time line. Put past, present and what they think the future will bring him-can write, draw, use cartoons, anything he wants to do.	Long sheet butcher paper, or other kind, crayons, or magic markers.
	Let each child have a small bulletin board for one week and let him put things on it about him and how he is changing. May continue throughout year.	

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Have a puppet show and show how the class has changed. Also, could go into how the school has changed. Collect pictures from old magazines to show how man looked a long time ago.	
3. What will I be like?	Let the children write a short note to their parents. Right now, when I get big I want to be a _____. What do you think of this idea? Discuss each one. Let children draw pictures of what they would like to be like when they are older. Invite resource people in from various occupations and let the children ask them how they feel about their jobs and how they felt about what they would be like when they were small. Collect pictures of make individual collages of what he thinks	Instructor: Feb. 1972, p.50

BROAD OBJECTIVE: To present to the class a broad idea of the functions of some main parts of the body. To create an awareness of how we are alike.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS
1. What is meant by the body functions of our vital organs? Include the brain heart eyes ears intestines	Bring in models of the brain, heart, ear and eye and let the class touch these, take them apart and put back together.	Available school library or from Radford College Curriculum Lab.
	Charts-showing all the parts of the body. Ask students to help you identify the parts.	A Study of the Human Body. Denoyer-Geppert Pub. Co.
	Draw a empty man and also cut out parts-let the children hang the pieces in the proper place after studying these.	Poster board - white magic markers.
	Class discussion on the importance of all of these organs.	
	Current newspaper articles, magazine articles, etc. on open heart surgery.	
	Class discussion on the dependence that the organs have on each other.	
	Make some models of these organs, especially the heart or brain.	Modeling clay

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
2. What happens if some vital part of your body becomes injured?	Class discussion on the treatment you need to help heal an injured organ. Include all occupations of the medical field. Draw pictures of doctors and nurses at work. Language arts-make reading sheets about each organ you study and the people involved in the healing process of the organ. Perform a short skit showing some occupations in the medical field.	Run off and collect to form a book.(Stencils available in Spec. Ed. room)

BROAD OBJECTIVE: To help students realize the need for keeping the body clean and in good working order and to create an awareness of the occupations involved in these fields.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What do other people see when they look at you?	Let the children draw and display some pictures of happy faces.	
	Bring in some pictures of some healthy, happy children at play and at work.	Children bring pictures in from magazines they have at home.
	Have a class discussion on what people see in a face.	
	Write a finger play and then let the children give it for a group. Stress the aspects of Mr. Grumpy and Mrs. Pleasant and show how a smile means a lot.	
	Pretend that a rare bird has brought happiness to everyone and have everyone for one day say nice, pleasant things to each other.	
	Make posters of boys and girls who are neat and healthy and happy and of those who aren't. Cut out a smile and clean nails, hair, etc. for the children to paste on to make "sloppy" ones look neat.	Poster board, magic markers, tape.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
2. What are some of the things you should do to your body to keep it healthy and looking nice?	Class discussion on what kinds of foods you should eat to keep your body healthy.	Pamphlet: "Every Day Eat the 1-2-3-4 Way"(my files)
	Plan a breakfast, considering the types of food you should have. Discuss housewife and dieticians.	
	Cook breakfast in your classroom.	Ex.: Pancakes, bacon, juice, and milk is simple to fix and most kids enjoy it.
	Have a class discussion on why it is important to keep your face and hands clean.	
	For boys build a football locker and make sure everything is clean especially the athletes' fingernails and hands.	Use one area of the room.
	Bring clippers and make sure the class has neat, clean nails.	Finger nail clippers, files, etc.
	Let the girls make a beauty parlor and give a manicure by clipping and cleaning nails.	
	Make a picture list of some workers who keep our bodies looking clean. a. beautician d. yourself b. shoe shine boy c. barber	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Discuss why it is important to keep the hair clean and cut.	
	Let the kids build a barber shop and then invite a barber in to demonstrate his job.	A local barber or a retired barber.
	Discuss some tools used to keep the hair clean and neat. Ex.: shampoo, hair spray, hair oil, etc.	
	Sing some cute song advertising different products used to keep the body neat and clean.	
	Bring in some Q-tips and let the children learn how to keep the ears clean.	Q-tips
	Make a list of the do's and don'ts for keeping the ears clean.	Chart paper, magic marker.
	Talk about and draw pictures of the school nurse or ear specialist checking your hearing.	Drawing paper, crayons, etc.
	Make a dentist office and let the children role play a visit to the dentist.	
	Discuss the dentist, receptionist and nurse while role playing.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Bring in tooth brush, tooth paste, and discuss and make a list of the proper way to brush your teeth.	Toothbrushes, paste, etc. can often be gotten from local dentist who gives them as samples.
	Play the record and show the filmstrip, "The Mouth I Live In".	Available from Colgate.
	Borrow a Snellen Eye Chart from the office or eye doctor and let the children check each other's eyes.	Available in the library(F-H6)
	Ask an optometrist come in and talk to the class.	
	Plan a field trip to the health office where the children can see all of these occupations.	
	Books for children.	The Human Eye, Benjamin N. Schuman, M.D.-library. Your Skin and Mine by Paul Showers-library. How Many Teeth by Paul Showers-library. Your Eyes by Irving and Ruth Adler-library. YOur Ears by Irving and Ruth Adler-library. Why Glasses by George Sands-library.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What happens to your body if you don't take care of it?	Watch a plant grow and talk about the care it needs and then don't give it this care and watch it gradually become "droopy" and sick. Invite a doctor in to talk with the class about his job and about what happens to people when they don't take care of their bodies.	
2. What are some things you can do to take care of your body?	Discuss and make a list of things you can do. a. rest b. proper clothing c. if sick, visit doctor Bring in felt dolls and let the children dress them for proper weather.	
3. What are some things that can harm your body?	Discussion on: a. alcohol b. drugs c. tobacco Resource person-ask a doctor or psychiatrist in to talk to class about the dangers of each. Make a list of the harms of each of these above things.	Resource person

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Show some filmstrips about these social problems.	F-A60 - I'll Choose the High Road-Smoking and Lung Cancer - in library.
	Discuss warning signals and bring in cigarette packs and let the children read the warning on it.	
Intermediate	*Resource person-a person who has been on drugs but now speaks against them-ask him to share some experiences with the children.	These people usually work with the public health service or a drug rehabilitation center.
	Bring in a drug kit and let children look at the dif.drugs.	This activity would be left to discretion of ind. school system. Avail. Radford College Curriculum Lab.

*This part of the unit will be covered lightly by the primary teach, however, it should be touched on to make the children aware of the dangers of these.

CULMINATING ACTIVITY:

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
Present a skit showing the various occupations in the health service. Have different groups represent the jobs of dentist and helpers optometrist and helpers school nurse psychologist doctor mother and yourself adiologist Have the kids now write a short story telling who they are and what they hope to be. Make a large picture-word list of all occupations you have studied during this unit.	

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Adler, Irving and Ruth. Your Ears. New York: The John Day Company, 1963.

Adler, Irving and Ruth. Your Eyes. New York: The John Day Company, 1962.

Sands, George. Why Glasses? Minneapolis: Lerner Publications Company, 1960.

Schuman, Benjamin N. The Human Eye. New York: Atheneum, 1968.

Showers, Paul. How Many Teeth. New York: Thomas Y. Crowell Company, 1962.

Showers, Paul. Your Skin and Mine. New York: Thomas Y. Crowell Company, 1965.

2. Magazines:

Instructor Magazine - February 1972, page 46.

3. Films:

"Clown" available from Radford College.

4. Filmstrips:

"Alcohol"
"I'll Choose the High Road-Smoking and Lung Cancer"
"Getting to Know Me Series"
SRA-"Focus on Self-Development-Stage One and Two"
"The Mouth I Live In"-free from Colgate-Palmolive Company
"I Got Mad, Am I Glad" - Guidance Associates

5. Pamphlets:

"Every Day Eat the 1-2-3-4- Way"

Educational Materials -
Drug Kit - Radford College Curriculum Lab
A Study of the Human Body. Denoyer-Geppert Co.

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: CAMPING

"A HOME UNDER THE STARS"

APPROXIMATE GRADE LEVEL: INTERMEDIATE EDUCABLE

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: Camping
"A Home Under the Stars"

This unit on camping is geared toward our special education students, however, it could be adapted to almost any level. The emphasis on camping will hopefully give the student another means for enjoying his summer leisure time.

Many of the children in the intermediate EMR class are approaching junior high school level and are seeking summer jobs to earn some money. This unit will show them some job opportunities available to them at nearby Claytor Lake State Park.

MOTIVATING ACTIVITY	RESOURCES AND MATERIAL
The unit will be introduced by showing some films about our national parks and about camping.	

BROAD OBJECTIVE: To help students become aware of camping as a useful means of summer recreation and to become aware of the need to preserve our natural surroundings.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How can we have an enjoyable time by going camping?	Discuss and list some of the ways people use camping for recreation. Make a collage of our national parks and the wildlife you find there.	Book: Four Cheers for Camping by Seymour Fleishman(library-4757) Book: Not A Teeny Weeny Wink by Richard Bennett (primary library-EB) Magazines: Friends-put out by Chevrolet is excellent. Let the children bring these.
2. Why is camping a good way to spend our leisure time?	Discuss and make a list of the things involved with camping. Show filmstrips on how leisure time needs to be used wisely and with a purpose.	Eye Gate-Leisure Time: Busy or Bored.
3. How should we treat our land so that the animals' homes and our vacation spots will be kept so we can go back?	Show filmstrip. Bring some pictures of our clean country and also of the dirt and litter and discuss how this kills our animals.	Filmstrip: "Saving What's Left." Eye Gate p.57.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Go outside and clean up the school grounds or area around and discuss how if everyone was careful this wouldn't be necessary. Talk about the children's pets and discuss how their homes need to be clean like ours. Show filmstrips.	"Wildlife Conservation Today" F-27 - library. "Animals and Plants of the Forest". - library.

BROAD OBJECTIVE: To help make the children aware of what things you take on a camping trip.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What kind of equipment do you take on a camping trip?	Class discussion on how much equipment weighs when you are carrying it to where your camp is. Make a list of everything the class thinks you should take and then have them narrow it down to what is absolutely needed, what's used occasionally and what's used seldom. If any of your class are boy scouts let them bring in equipment and explain to the class why it is needed. Bring in some camping catalogues and let the children go through and compare type of equipment and price and make up an order. Have a discussion on safety and the importance of always bringing the first aid kit. Bring in a pack and some small equipment and let the class pack it and see how much it weighs.	Book: The Young Sportsman's Guide to Camping by John L. Holden-library 796.54H The Real Book About Camping by Jim Roberts-library 796.5R

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
2. What type of clothing should you take on a camping trip?	Class discussion on the environment surrounding the campsite. Make a picture list of the type clothing you should take on the trip. Bring in different kinds of material and let the children experiment with them seeing which ones are durable when exposed to various conditions; ex. brush, rain, mud, etc. Let the children suggest numbers-(how many of each type clothing you would need).	Scrap material-children can bring this in or you can get it at some outlet stores.
3. What kinds of food should you take on a camping trip?	Have a boyscout who has been camping come in and tell the children about what kinds of food to take. Plan and keep a list of the meals you would want to have if you took a 2-day camping trip. Save for use later.	Use boy from your own class but if one isn't available use any boyscout.

BROAD OBJECTIVE: To help students become aware of some of the methods of selecting and setting up a campsite.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Where is the best place to set up a camp?	Let the children suggest places for camping-bring in area near water, problems with mosquitos and all environmental factors.	Book: First Camping Trip by C. B. Colby-library 796.54C
	Let the children give examples of experiences they might have had camping and where they went.	
	Plan a field trip to several campsite areas and study the environment surrounding the spots and point out both advantages and disadvantages of the area(stress safety).	Possibly Claytor Lake and several other areas around Radford.
	Have a park ranger or a boy scout director come and talk to the children about this.	
2. What are the different types of camp fires you can use and which is the best one?	Class discussion on the types of campfires you can make.	
	Let the children place on the bulletin board illustrations of the different kinds of campfires.	
	Bring in some logs and stones and let the children build different kinds of sites.	Let the class bring in some logs and brush.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Make a large chart showing illustrations of the different kinds of fires and a written explanation of each. Let the children write instructions for building a campfire site and see if another student can follow the directions and make the site. Stress the importance of having the proper site to prevent an uncontrolled open fire from spreading. After list is compiled let the children talk about which would be the best. Talk about how the Indians used campfires for sending smoke signals. If you visit a campsite let the children make thei own smoke signal guide and practice sending and receiving them.	Use poster boards.
3. What kinds of tents and shelters can you use for camping?	Let a few children look this up in the encyclopedia and report to the class on this.	World Book Encyclopedia-1972 Ed. Vol. 3

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Make a tent that would be suitable for camping.	Can use poles, stakes, and a large piece of plastic or can use paper.
	Make a lean-to type shelter and discuss how it shelters you from the weather.	Wood-sticks you can get from the natural surrounding of the campsite.
	Draw illustrations for each type and place these on your camping bulletin board.	

BROAD OBJECTIVE: To make the students aware of the precautions necessary to take when camping.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What are the health precautions needed to take when camping?	Boil some water for five minutes to destroy any bacteria that it contains. Discuss a need to do this since you won't know about the water around you. Discuss the various means of obtaining clean water for drinking and cooking with. Ex. boil chemical tablets(halazone) bringing own water. Discuss and make a list of the water safety rules and go over until the children know them. Make a list of the do's and don'ts of camping. Bring in pictures or ask children to draw pictures of the different types of poison plants that are around most camping areas. Ex. poison oak. Discuss some of the things you do if a child comes in contact with these.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Discuss need for first aid kit. Bring one in and let the children discuss what each item is for. Practice making and using some simple bandages. By taking a field trip learn to identify and classify as to safe or not various food producing plants that could be used for survival.	First aid kit

BROAD OBJECTIVE: To create an awareness of some of the recreational activities that may extend from camping.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What are some activities you can engage in while camping?	Make a list with children's suggestions. Discuss each one and include safety precautions needed to be taken with each. Ex. swimming, fishing, hiking, boating, archery, hiking. Sing some campfire songs and play some games that you could play while camping. Read some book for individual interest.	Book: Canoeing by John Malo-library 797.1-M The First Book of Hiking by C. W. Harrison. Horseback Riding for Boys and Girls by Beverly and Margaret Mohan-library 798M Rounds are excellent for this. Book: Swimming for Boys and Girls by Harry Kramp and George Sullivan-library 797.2K Let's Fish by Harry Zarchy-library 799.1Z Fishing for Boys by Tom McNally-library 799.1M All About Mountains and Mountaineering by Anne Terry White-library 796.52W Sea So Big, Ship So Small by Jeanne Bendick-library 797.1B. I Learn To Swim by Ellie Fleuridas-library (primary)

BROAD OBJECTIVE: To help make students aware of some occupations available in the park service.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What are some jobs that a high school boy or girl can get down at Claytor Lake during the summer? 1. Hiking guide 2. Horse stable attendent 3. Sell tickets 4. Pick up trash from beach. 5. Life guard 6. Showing movies at the outdoor theater.	Ask resource people to come in and talk about the jobs and who the boys and girls contact. Take a field trip to Claytor Park to see some of the jobs that young people are doing. Make a list of some of the jobs and tell how kids get them.	Personnel manager at Claytor Lake.
2. What are some jobs in the park service that are very important to campers? 1. Camp nurse 2. Forest ranger	Read brochures about the various national parks and the people that run them. Ask the forest ranger come in and talk to the kids about the park and camping.	
	Tapes Books	"Forresters" "Forrestry Aids" 4506 - American Occupations Series "What Does A Forest Ranger Do?" by Wayne Hyde-library

CULMINATING ACTIVITY:

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
Plan and take a week-end camping trip. Let the boys go fishing while the girls go hiking, help with meal planning, cooking, etc.	

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2. Encyclopedia:

World Book Encyclopedia; 1972 Edition Vol. 3.

3. Filmstrips:

"Animals and Plants of the Forest"
"Leisure Time: Busy or Bored" - series from Eye Gate.
"Saving What's Left" - series from Eye Gate.
"Wildlife Conservation Today"

4. Tapes:

"Forresters"
"Forrestry Aids" (Both available from the American Occupations series)

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: PETER - THE PIPEMAKER - LYNCHBURG FOUNDRY

APPROXIMATE GRADE LEVEL: INTERMEDIATE SPECIAL EDUCATION

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Motivating Activity	Bring some iron products into the room and ask the kids to discuss how these could have been made. Ask if they thought they could make these and how.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
What kind of material does the Lynchburg Foundry use in making their products?	1. Ask the students to make a list of things they think the Foundry uses to make their products.	
	2. Discuss iron and what it is made up of. 1 Ton Iron 13/4 tons of ore. 3/4 ton of coke. 1/4 ton of limestone. 4 tons of air.	
	3. Make charts showing where the raw materials are found.	Chart paper - pens.
	4. Where does most of our iron ore deposits come from? Put on the map of U.S.	Encyclopedias and books on this.
	5. Show a filmstrip on how iron is made.	Filmstrip: "How Steel is Made" - from Steel Kit.
What products do the Lynchburg Foundry make?	1. Make a collage of different products made from iron.	Poster Board - magazines.
	2. Bring in products from the Foundry and display them in the room for the class to look at.	Secure from Lynchburg Foundry.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	3. Ask a resource person to come in and show a film-strip on their products.	From the Foundry - Mr. Tilly
	4. Bring in a video tape of the workers and the product at various stages of production.	
	5. Make a list of the products that come from the Foundry.	Chart paper, pens, etc.
	6. Make some of the products they produce. Ex. iron pipe. Use paper tubes and pipe a line around the room.	Christmas paper tubes, paper towel rolls, masking tape, paint.
	7. Set up an assembly line and show how everyone is important in the making of the final products.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
What jobs are available at the Lynchburg Foundry? Business: Personnel Manager Company Officials Secretary Clerk Operations: Grinder Crane Operator Molder Pattern Maker Inspector Metalurgist Others Maintenance: Plumber Electrician Safety & Health Officers Custodian Watchman	1. Have students interview parents who work at the Foundry. Report back to class. 2. Make a video tape of the workers at the foundry and view it. (This can be good since a field trip cannot be arranged there.) 3. Make a chart listing all the jobs we can think of connected with the Foundry. 4. Have the personnel manager or someone come to the school to talk to the class about the jobs. 5. Get applications for employment at the Foundry and let the children complete them and apply for a job. Show filmstrip.	Large chart paper, pens. Available from the company The Job Interview (Occupational Ed. Series) Eye Gate, 1965.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
How does one job at the Foundry affect another one?	1. Set up an assembly line of workers at the Foundry. (Choose according to job applications.) Discuss each jobs importance for the finished product. 2. Make plaster of paris moldings for each child. Use the above assembly line. Ex. Pattern Designers, Pattern Makers, Mixers, etc.	
What are some problems associated with the Lynchburg Foundry?	1. Talk about pollution and the affect it has on our community. 2. Write poems about pollution. 3. Talk about dangers of the jobs especially like the crane workers, etc. 4. Art lesson on the designs you might find in the smoke coming from the Foundry.	

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	5. Discuss the labor versus management problems. Filmstrip on labor.	Labor & Labor Unions. (Fundamentals of Economics series) Eye Gate, 1964.
Why is the Foundry located here?	1. Do research on the environment needed for this type of industry. List these. 2. Talk about our city as an industrial area. 3. Discuss transportation needed to transport material, waste and products. 4. Bring in a resource person to explain why their industry is here.	Encyclopedias - Books
How does the Lynchburg Foundry affect our community?	1. Talk about all the jobs it provides for our students parents. 2. Talk about the strike and how being out of work affected their parents.	

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	3. Make a chart of the economic advantage of having the Foundry here. 4. Interview a representative from the Foundry about this. Report back to the class.	
	CULMINATING ACTIVITY Build a model of the Foundry to display in the room. Make a mural of the Foundry and display in the room.	Boxes, paper tubes, styrofoam and clay.

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: THE TELEPHONE AS A COMMUNICATION DEVICE

"WHO MAKES THE PHONE RING?"

APPROXIMATE GRADE LEVEL: INTERMEDIATE EDUCABLE

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: The Telephone As A Communication Device
"Who Makes the Phone Ring?"

Learning to communicate ideas is a persisting life problem which involves the acquisition of the essential habits, attitudes, understandings, and skills which commonly represent one's ability in the areas of reading, oral and written communication, listening and arithmetic.

This type unit is important because communication, the giving and receiving of ideas between people,is a vital part of everyday life, especially in our daily occupations. The EMR especially needs help in the area of learning how to communicate properly because:

1. It is often difficult for an EMR to express himself.
2. Inability to express oneself accurately may result in frustration and a poor self-image.
3. Communication is a basic social skill which the EMR needs to learn, to become a functioning member of society.

The telephone will be used as a special teaching device because of its usefulness in facilitating an understanding of such basic skills as:

1. Exchanging thoughts
2. Sharing ideas
3. Sending and receiving news
4. Giving and receiving information
5. Carrying on business

*Special emphasis will be placed on the occupations available within the telephone service.

An hands-on activity will be used to motivate the children for this unit. The children will build two telephone boothes - one a large enclosed boothe which will be constructed from a refrigerator box - the other will be a smaller opened boothe constructed from a cardboard box. The tin can phones will be wired from one boothe to the other.

The children will actually construct, paint, wire and use the phone boothes and the phones. With this, they will have some actual materials to get some first hand experience in constructing and using these communication tools.

BROAD OBJECTIVE: To help students develop the skills of giving and receiving daily messages and to introduce the word communication. 2

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How do we give and receive messages from other people? What is communication?	Show pictures of various people communicating with one another. Display some pictures showing people communicating with each other (people at work or just friends). Class discussion - bring in how people communicate with one another when doing their jobs. Let the children communicate with their neighbor in the classroom.	Can be obtained from magazines, newspapers or study prints. Have children bring these from home. Materials: Scrap wood Maple stain Clear shellac Pictures Elmer's glue Screweyes Sand paper Paint brushes
2. Why is the telephone a good means of communication?	Show filmstrip. Play some current records and let the class see that a message is given in music and therefore it is a means of communication. Class discussion. List the advantages of using a telephone-ex. faster means, etc. Discuss how it has changed and is today one of our fastest means of communication and also a far-reaching service.	"Communications and the Community" (Available through the telephone company)

BROAD OBJECTIVE: To help students learn to use the telephone correctly.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What are the 4 uses of the telephone? a. personal b. business c. service d. emergency	Have role playing situations where the child makes each type of call. Ex.: 1. call friend 2. give grocery order 3. take a message 4. call to make an excuse 5. check on bus schedule 6. call someone for one of your parents. 7. call to report a fire Class discussion-let the class evaluate each call. Write proper means of making these calls. Make a telephone directory-including numbers for making each of these types of calls. Include yellow pages-info. Include numbers at the beginning and friends' numbers. Show filmstrips Make individual dials-let the children bring their home phone numbers or those of a friend & ask them to dial it on their own dial. Put in hat and draw a number to give variety.	Use the telephones you have constructed with tin cans and string. Instructions: Darwin, Len; What Makes a Telephone Work? (Boston: Little, Brown & Co., 1970) p.17. Later use the two telephones or teletrainer if these are available from the telephone area. Filmstrips: "The Alphabet Works for Us" (Borrowed from Telephone Co.) "How We Use the Telephone" (Borrowed from Telephone Co.) Construction paper

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
2. What are some of the manners you should use when using the telephone?	Class discussion Make a wall chart of do's and don'ts on the telephone. Role playing-give some situations using these bad habits and then show the good manners and let the children see the difference. Put on a puppet show showing some of the good and bad manners. Have a resource person come and explain how using pranks on the telephone can get you into trouble.	Materials needed: Poster board or long sheet of paper. Make puppets of paper mache or other material. Resource person: Local telephone people

BROAD OBJECTIVE: To help students understand the processes of transmitting and receiving.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How does sound travel?	Take a tube and have one child speak into it and let the other children hear the sound - class discussion on the vibrations of sound-make the tube solid by placing a towel in the tube-repeat the above procedure and the child doesn't hear the sounds. Stress importance of air in vibrations of sound. Show the receiver in the telephone by taking an old phone apart. Show long sound waves and short sound waves by plucking a guitar or any musical instrument. Let the children make some musical instruments to see how sound actually travels and is made.	Use old telephone if available from Telephone Company. Book: Your Telephone and How it Works, by Herman and Nina Schneider-Whittlesey House · McGraw-Hill Co., 1952. Musical instruments- Elastic 2" wide Jingle bells, small scrap wood, sand paper, coffee cans, heavy twine and rubber, old light bulbs, paper mache, tempera paint(red, blue, yellow, etc.) large pencils, paper towel rolls, contact paper.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
2. What carries the sound from one telephone to another?	Class discussion on electricity. Show how the string in a straight line conducts the sound between your two cans or cups. a. Place a longer string (longer than 6 foot) on the cans and see how much sound is lost. b. Place something heavy on the string or make it go around the corner and see that it then no longer works. Take a walk outside and see how the phone lines run to your school or to houses. Resource man	 Book: Science-Far and Near by Herman and Nina Schneider. Telephone lineman from the local Telephone Company.

BROAD OBJECTIVE: To increase the students' awareness of the various occupations available in the telephone company.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What are some of the jobs involved in the telephone company? Examples: Electrical engineer Lineman Operator Installer Repairman Custodians Accounting Secretary	Resource people Role playing-let the children as they learn the jobs become involved in situations. Construct switchboard and let each child be operator. Class discussion-let the children name these jobs. Make a list of each occupation including name, qualifications, salary, benefits, and problems. Let a child who is interested in each job tell you why and some of the tools he might use. Plan a field trip to the telephone company.	Books for children: David C. Knight; Let's Find Out About Telephones: New York: Franklin Watts, Inc., 1967.
2. How is each man's job important to the final end?	Resource people Class discussion on cooperation and team work. Set up an assembly line and plan ahead for one person to	Local Telephone Company

57

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	not do his part. See how the final end is difficult to reach due to this.	
3. How do the services of the telephone company help us?	Class discussion. Make a bulletin board with the telephone services in the center and branch off to all the people that it reaches. Let the children make a collage of people and places the telephone reaches. Let children hunt pictures from any kind of magazines.	

BROAD OBJECTIVE: To help make the students aware of the means of obtaining a telephone and the responsibilities he has for keeping the phone.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How do you go about getting a phone installed in your home?	Have class discussion on how they think you might go about getting a phone. Have a resource person come to tell the kids how to apply for a phone. Discuss the installment fee in your community for a telephone. Set up situation where one child in the classroom wants to get a telephone and have him come by the office for one. Go through procedures.	Local Telephone Company
2. How do they figure out your telephone bill?	Bring some old telephone bills and let the children figure out how the company got the total. (This involves multiplication, and addition and on a small level percentages.) Class discussion on the subject on long distance calls being extra. Also tax on entire bill. Class discussion on how to read the bill and figure out each section of the bill.	

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	With your telephone service set up a team of bookkeepers and accountants to figure out and keep a record of how much each child owes.	
3. What happens if you don't pay your bill at the assigned time during the month?	Role playing-situations where one student fails to pay. Let the children stop at a peak and write down what a solution will be. How do they deal with a non-paying customer. Compare these solutions to the solutions the telephone company are using.	

CULMINATING ACTIVITY:

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
Role playing-let the children set up a telephone service with as many occupations being represented as possible. Let each child have a job and stress the importance of the whole team of workers. Give a skit with all of these jobs and invite parents or another room in to see this. You may also want a representative from the telephone company to come and see how much the children know about the services of his company.	

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Scheider, Herman and Nina. Your Telephone and How It Works. McGraw-Hill Company, 1952.

2. Filmstrips: (Available from C&P Telephone Company)

"Communications and the Community"

"How We Use the Telephone"

"The Alphabet Works for Us"

3. Pamphlets: (Available from C&P Telephone Company)

Alexander Graham Bell

The Magic Behind Your Dial

The Magic of Your Telephone

The Telephone in America

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: FROM THE GROUND TO THE TABLE

APPROXIMATE GRADE LEVEL: INTERMEDIATE EDUCABLE

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: From the Ground to the Table

The EMR needs special help in developing and using the skill of selecting and purchasing food for his family. This unit, directed toward the intermediate EMR level, is designed to give the child a broad survey of the people and occupations involved with the growing and processing of food that is distributed through the supermarket. The supermarket is the main emphasis in this unit since it is an excellent resource for teaching how to get the most from your food dollar.

MOTIVATING ACTIVITIES	RESOURCES AND MATERIAL
As a motivating activity, the children will choose a recipe to either make cupcakes, candy or bread and list all the ingredients needed. Then we will plan a short trip to the store to purchase these ingredients, or plant a small box garden and talk about how the small seeds grow to be plants that produce the food they eat.	Ingredients and utensils necessary for cooking experience.
Field trip to A&P. Draw sketches of what they saw.	A&P Grocery Store Art materials

BROAD OBJECTIVE: To help students understand the processes of purchasing and distributing food.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Where does food come from?	Class discussion on where different types of foods are grown or raised.	Filmstrip: "Making Maple Syrup"-F-S2(library)
	Ask children to relate experiences they might have had during the summer visiting a farm or helping to work in a garden.	"How Seeds Sprout and Grow into Plants."
	Visit a farm to see how different foods are grown.	
	Plant some seeds and watch the plants grow and stress how long it takes to produce food. A small box garden is especially good for this.	Place the seeds when cut open under microscope and study the structure of leaves & roots parts at intervals(need microscope)
	Read some stories for interest about why foods are like they are.	Childcraft-How We Get Things (Vol.7 p.4)
2. How does food get from the growers to the buyers?	Have a class discussion on how time is an important element in the delivering of goods.	Childcraft-What People Do (Vol.10 p.214) Getting Food Ready for Harvest
	Allow bread to mold in your room. Discuss the words perishable and non-perishable.	
	Make a chart, tracing one product-ex. corn from the field to	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	the table. Include pickers, packers(canning, freezing, and fresh corn transporters, grocers and finally the home. Make this using seeds-then corn and use pictures to trace the other. Use a large poster or just large paper and put up on a wall. Discuss each occupation involved in this process of getting the food to the grocery store. Role play-having one child being a store operator and let him call to order food from the wholesale distributors. Discuss cost.	
3. How does the grocer distribute food to your family?	Discuss how the grocer is a purchaser as well as a seller. Discuss how the grocer decides the cost to sell his goods for. Bring in some old invoices and let the children see how much the grocer pays for groceries. Figure together how much one can will sell for after you get the actual cost to the grocer plus his profit.	Obtain from some store or wholesale representative.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Discuss how much profit a grocer should get. Let the children write down what they think would be a good amount to make. Compare this to the amount various types of stores get.	

BROAD OBJECTIVE: To help students become aware of the many jobs available in a grocery store.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What are some of the occupations(jobs) available to you in a grocery store?	Make a bulletin board of a large grocery store and place in the proper area the man who does that work. Make a chart to place somewhere near this board containing all information about that job. For instances-job title, qualifications for job, salary, duties, problems involved, etc. items he works with.	
a. stock clerk	Make a small wholesale house in one area of the room and a stock room in another area. Let the children collect small boxes, label each with the name, number of containers per box. Make your own order-make an invoice and by role playing let the children(some being distributors and some grocery store buyers) deliver and check in an order.	
b. produce department	Make a small weighing scale. Ex. place a one pound bag of coffee on one side and weigh out a pound of something else.	Filmstrip: F-S51 Fruits: "Their Growth and Classification" Study prints: Supermarket Helpers-library

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Have a class discussion about the temperature a produce area should be-also, make a chart of what fruits and vegetables should be kept at what temperature use thermometer.	
	Have a resource person come and talk about the jobs at the grocery store.	From one of our local stores-hopefully, a large chain store.
c. advertising	Set up an advertising room-with some artists designing signs to be placed in the store to advertise various prices, while others are writing catchy slogans to advertise their store to the public.	Magic markers 9 x 11 typing paper Write TV & radio commercials. Let the children practice, then tape, then do a skit for other classes.
	Build a check-out line and talk about the cash register.	Try to get a cash register if one is available at an office supply or store. Small one in libray.
	After talking about the various parts of the store and their workers and the items sold in each area-have a game "Where do I Belong?" Describe an item-such as chicken-tell how much it weighs, cost per pound and ask child-where do I belong, in the store; what special attention do I need? How much do I cost? and how much change	<u>The Foods We Eat</u> - will be available in the library.(6 filmstrips and records) Also some cassette tapes will be available in the library. Game: This is Your Life-Ex. a can of corn-child tells from her, how seeds planted [illegible]

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	would you get back from a fixed amount of money if you bought me.	
e. stock boys	Have the store managers figure the prices of the items and let the stock boys stamp the prices on the collected items.	
	Let the children role play the duties of the bag boys. Have different size bags and let the children decide which to use when given a specified amount of groceries.	
2. Why do we need each of the workers in the grocery store?	Class discussion on working together and helping each other.	
	Let the children write some stories about the workers and how they help each other.	
	Make a booklet of the workers in the store and how their jobs are interdependent upon each other.	
3. Why do we need the grocer and also how does he need us?	Bring in some pictures showing people spending money in a grocery store.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Have a class discussion of where the grocer gets his clothing, shelter or car. Show he purchases these with money you spend for food.	
4. Why do they need other workers in community?	Discuss strikes and their effect on grocer and prices.	

BROAD OBJECTIVE: To help students become aware of the need to budget your money and shop wisely when buying food for your family.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What type of grocery store should you shop at?	Plan field trips to a large supermarket and then to a small privately owned grocery store.	For instance-Kroger and then Bear Market
	Make a list of some prices from both stores and let the children discuss why the prices are different.	
	Bring in a grocery ad from Kroger or another large store and let the children discuss the weekly sales and how much bargain they get.	Thursday newspaper
	Resource person-have a salesman from a warehouse distributor come and discuss with the children how the grocer gets a lower cost if he buys a larger quantity rather than the small store who can't store a large quantity, and therefore small stores have to sell for a higher price.	
	After a list of both stores prices have been made give the child $5.00 and let him see how much he can buy from each store.	Play money

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
2. What foods should you buy to get the most for your money?	Plan meals for one day and talk about what you would need to buy from the store to prepare these meals. Give each child an assigned amount of money and let them budget it as far as food and grocery buying is concerned. Use the ads from the paper and the list of prices as well. Discuss the advantage of buying larger quantities if they will keep and if on special. Money saved by buying qt. rather than 2 pints. Let the children construct a money wheel where they divide their money down into the areas of the four main food groups. Have the children read the labels of the brand name products and the cheaper ones and compare ingredients. Discuss and make pictures of how one product can be prepared many ways to give variety to your meals.	Pamphlet-"How to get the most from your food Dollar" by Pauline Arnold and Percival White-copyright 1962 by Good Reading Rack Service Division, Koster-Dana Corp., 76 Ninth Ave., New York 11, N.Y.

CULMINATING ACTIVITY:

CULMINATING ACTIVITIES	RESOURCES AND MATERIAL
Visit a grocery store where the children can see all of the occupations and how each is dependent upon the other. Make an actual store in your room-arrange everything you have made throughout the unit and give it a name and use as many workers as possible. Bring a bag of fruit and let the children buy it and pay for it with points or tokens they have earned while working at the store. Let them do the whole process--weighing, pricing, buying and eating.	

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C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: HOMES & SHELTER "RAISE THE ROOF"

APPROXIMATE GRADE LEVEL: INTERMEDIATE EMR
SPECIAL EDUCATION

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION

The Intermediate EMR class needs to become aware of their environment. This unit was developed to help the student become aware of homes as means of shelter and also to familarize them with the occupations open in the construction field.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Motivating Activity	1. Make a bird house and talk about it as a home and shelter for the birds. 2. Visit one of the childrens homes to see all aspects of it. 3. Read stories about houses and homes.	Krauss, Ruth. A Very Special House. Harper, 1953. Krauss, Ruth. The Big World & The Little House. Harper 1949. Lindquist, Jennie D. The Little Silver House. Harper, 1959. Skaar, Grace. The Little Red House. Young-Scott, 1955. Waddell, John F. Our Home. MacMillan, 1939.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Why do we need homes?	1. Talk about shelter and the need for a place to live.	
	2. Transparency - "Homes as a Place of Shelter"	CTR-1 "Homes As a Place of Shelter" (Family Relations Series) Creative Visuals 1969.
	3. Filmstrips - Food, Shelter & Clothing	CF-A6 Food, Shelter and Clothing (The Wonderful World of Work) Denoyer-Geppert, 1969.
	4. Talk about the environment here and the type of homes you need for this area.	
	5. Talk about animals and what they use for shelter.	
How are homes different?	1. Take a field trip - walk around the school area looking at different types of homes.	
	2. Compare living in the city and the country-make a list of the different styles of homes.	
	3. Talk about apartment vs. house living. Interview students from each of these.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	4. Let the students take pictures of their houses and report to the class about the structure of them. Farm house, trailer, apartment, town house, etc.	
	5. Make a picture chart of the different types of houses.	
How have homes changed during history?	1. View a Filmstrip - "Homes in the U. S. Old & New"	CF-A22 "Homes In the U.S. Old & New" (The Story of Houses Series) Eye Gate, 1965.
	2. Talk about the first shelters or homes we know about.	Encyclopedias, Books, etc.
	3. Talk about any change that has occured in the child's own home.	
What are some homes like in different countries?	1. Study Prints on homes in different countries.	
	2. View a filmstrip - "The Homes We Live In"	CF-A100 "The Homes We Live In (Our Community Series) Jam Handy, 1966.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	3. Set up some different types of homes in the toom. Ex. tepee, lean-to, igloo. Let the students make these themselves.	Tepee- poles, muslin, paint, etc. Lean-to - poles Igloo - chicken wire, wire clippers, wheat paste, paper
	4. Let the students do reports on different homes in our land.	
	5. Ask a resource person from another country come and talk about their homes. (or someone who has visited other countries.)	Eleanor Stone - lived with Navaho Indians.
What workers are involved in building houses?	1. Filmstrips on the various jobs in the construction fields.	
	The Home	CF-A21 The Home (What's Around Us Series) Eye Gate, 1971.
	Building Houses	CF-A239 Building Houses (Agric. & Industry series) Ed. Reading Services, 1969.
	How We Build Houses	CF-A171 (How We Build Things series) Eye Gate, 1972.

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	A Trip to a Lumber Mill	CF-A180 (Field Trips Out of the Ordinary Series) Eye Gate, 1972.
	Carpenter	CE-CT-A49 (Amer. Occupations series) Ed. Sensory Programming.
	Houses	CE-CT-A59 (How We Build Things series) Eye Gate, 1972.
	A Lumber Mill	CE-CT-A63 (Field Trip Out of the Ordinary series) Eye Gate, 1972.
	My Dad the Construction Foreman	CF-A134 (What Does Your Dad Do series) Jam Handy, 1970.
	2. Take a field trip to a house construction site and watch the people at work.	
	3. Interview construction workers and report back to the class.	
	4. Make a model house and assign the different jobs to different students. Role play the jobs.	Cardboard box, cellophane, lima beand, rice, paint, saws, tools.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	5. Make a chart of all the workers who build houses.	Long chart paper, pens.
	6. Invite resource people to the room to talk about their jobs. Ex.: Carpenter Painter Brick Layer Interior Decorator Electrician Plumber	Ask parents if they have this job, if not, get community resources.
What do you need to furnish your home?	1. Draw blueprints of a house and sketch the furniture that belongs in each room.	Large drawing paper, crayon, rulers, etc.
	2. Talk about interior decorators and their jobs.	Occupational briefs.
	3. Make a collage of different rooms of different types of homes.	Home decorator magazines Tag Board Scissors Glue
	4. View a filmstrip: Finishing the Home	CF-A70 'Finishing the Home' (How We Get Our Homes) SVE, 1959.
	Planning the Home	CF-A67 'Planning the Home (How We Get Our Homes) SVE, 1959.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Who makes the furniture that goes into your home?	1. Take a field trip to the furniture factory in Blacksburg. 2. Let children interview parents or neighbors who might work at the furniture company. Report back to class. 3. Make a list of some tools that furniture workers use. 4. Make a list of all the jobs you can remember about the furniture factory. Include job, salary, qualifications. 5. Have resource people come into the class and talk about their jobs.	
What are some dangers of working in the furniture factory?	1. Talk about some hazards of the jobs. Ex. saws, etc. 2. Talk about and list the age you must be to run a saw. 3. Have a resource person come in and talk about some dangers and safety precautions.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Culminating Activity	1. Make a collage of homes here and abroad. 2. Design and do blueprints of the type of home you would like and of the furnishings you could put in it.	Tag Board, magazines, paste, scissors.